

INTERPRETING AMERICA'S STORY THROUGH ART

Lesson 4: America Enduring, 1913-1945

Grades 9-12

This packet includes:

TEACHER INFORMATION GUIDE	2
PROGRAM OBJECTIVES:	2
NATIONAL EDUCATION STANDARDS:	2
PREREQUISITE ACTIVITIES:	3
SELECTED VOCABULARY:	3
TEACHING EXTENSIONS:	4
SUGGESTED ADDITIONAL RESOURCES:.....	6
TODAY AND YESTERDAY BRAINSTORMING TABLE	7
TODAY AND YESTERDAY BRAINSTORMING TABLE WITH SOME SUGGESTED RESPONSES	8
CAUSES OF THE GREAT DEPRESSION CHART	9
LANGUAGE ARTS TEACHING SUPPLEMENT	10
<i>I. Poetry</i>	<i>10</i>
<i>II. Short Stories/Prose.....</i>	<i>23</i>
STUDENT EVALUATION FORM	24
SELECTED IMAGES	25

Teacher Note:

Please have students bring the **Yesterday and Today Brainstorming Table** and the **Causes of the Great Depression Chart** to class, along with pen or pencil.

Distance Learning initiatives of the Cleveland Museum of Art are sponsored by a major grant from the Ohio SchoolNet Telecommunity, with additional support from the Martha Holden Jennings Foundation and the Ameritech Foundation.

Teacher Information Guide

The Cleveland Museum of Art Distance Learning Program
INTERPRETING AMERICA'S STORY THROUGH ART
Lesson 4: America Enduring, 1913-1945
Grades 9-12

Program Objectives:

1. Students will learn that profound political, social and economic changes marked the interwar period and impacted the following sectors of society: technology, popular culture, international relations and economics.
2. Students will also learn about the salient events that took place during this time period, including: the rise of consumer economy, the increase in urbanization, the Stock Market Crash, The Great Depression, The New Deal, and the growth of regionalism in art which accompanied a retreat from foreign ideas.

National Education Standards:

For Fine Arts - Visual Arts (grades 9-12):

- Understanding the visual arts in relation to history and cultures.
- Making connections between visual arts and other disciplines.
- Choosing and evaluating a range of subject matter, symbols, and ideas

For Language Arts - English (grades K-12):

- Reading for Perspective
- Reading for Understanding
- Evaluation Strategies
- Communication Skills
- Communication Strategies
- Applying Knowledge
- Evaluating Data
- Developing Research Skills

For Social Sciences – U.S. History (grades 5-12):

- Era 7: The Emergence of Modern America (1890-1930)
- Era 8: The Great Depression and World War II (1929-1945)

For Social Sciences – Civics (grades 9-12):

- Civic Life, Politics, and Government
- Foundations of the Political System
- Principles of Democracy

For Social Sciences – Geography (grades K-12):

- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society

Prerequisite Activities:

For the Teacher and/or student . . .

1. Familiarize students with the vocabulary terms enclosed, as well as the following terms: the Stock Market Crash; the Great Depression; the policies, philosophies and actions of Hoover and FDR; Popular Culture; International Relations; the New Deal; the WPA program; Social Welfare and Government Subsidies.
2. Photocopy and help students complete the left side of the enclosed *Yesterday and Today Brainstorming Table* chart with ideas about innovations and changes occurring in today's world. An answer key is provided for your convenience. The right side will be completed by students during the lesson.

For Students . . .

Complete left side of the enclosed *Yesterday and Today Brainstorming Table* with ideas about innovations and changes occurring in today's world. The right side will be completed during the lesson.

Selected Vocabulary:

It would be helpful for the students to be familiar with these terms.

Abstract Art- Intentionally non-naturalistic art, or art which has distilled an object, or separated it into pieces.

Avante-Garde - On the vanguard of new styles; inspired by new or unconventional techniques.

Communism- A system of society in which the major resources and means of production are owned by the community rather than by individuals. The “Red Scare” was the U.S. reaction to the emergence of and spread of Communism in Europe.

Consumer economy- a culture which is driven, in part, by the users or purchasers of goods and services.

Cubism- a form of abstract art which often depicts an object simultaneously from several viewpoints .Pioneered by Picasso and Braque between approximately 1908-1918. It was initially rejected by conservative American art viewers when first displayed in the U.S.

Depression-a period of drastic decline in business activity accompanied by rising unemployment.

Hedonism-the doctrine that pleasure is the principal good.

Immigration/quotas: A restriction on the admission of foreigners admitted into the U.S.

Intolerance-the inability to respect other people’s beliefs or practices.

Isolationism-A foreign policy which favors avoidance of foreign entanglements.

Laissez-Faire- an economic doctrine which advocates no governmental interference in business.

Mass media- means of communicating with the general public: radio, newspapers, magazines billboards, cinema. Today: television, internet, etc.

Materialism the tendency to be concerned with material, physical, comfort-inducing objects.

On credit/on margin. Buying on credit is making a purchase without paying for an item; a loan. Buying stocks on the margin is a method by which only a fraction of the purchase price of the stock is paid; the remainder is borrowed.

Prohibition-The effort to eliminate the sale and consumption of alcoholic beverages, embodied in the 18th Amendment to the Constitution.

Regionalism-Type of American art which depicts a sympathetic view of American abundance of the land and the strength of those who worked it. Used to describe the 1930s works of Grant Wood, Thomas Hart Benton and other artists.

Socialism-The belief in government ownership of the means of production.

Speakeasies- a place where alcoholic drinks were sold illegally in the 1920’s.

Stock market- the place where shares of ownership in corporations are traded. A crash is caused by a sudden decline in the prices as in 1929.

Subsidy- Grant of money from the government to a farm or private enterprise.

Urbanization-The process of population moving from farms(rural) to cities(urban).

Teaching Extensions:

Language Arts:

1. Poems and reading selections from authors such as Robert Frost, Carl Sandburg, Langston Hughes, and E.E. Cummings who appear in the Language Arts Teaching Supplement included in this Teacher Information Packet. Interpretive questions and writing assignments are offered as well. Chose from among the selected literary offerings and exercises to acquaint students with the authors of the 1920s and 30s.

2. Visit <http://www.aaca.org/bntc/slang/slang.htm> which details slang terms from the 1920s. Have students make a table, select five terms from the list, and determine the contemporary equivalents. Compile a class list using several of the tables.

Social Studies/Current Events:

1. Prior to this lesson you brainstormed innovations and changes in technology, popular culture and fashion, international relations and economics today. We deal with all these themes from 1913-45 in our lesson. Now, be a futurist. Predict more changes in these four areas for the 21st Century in America. Base your predictions on solid historical trends you have observed. (Written or oral).
2. Choose three from among these images of art works which are enclosed. What do the designs, figures and imagery reveal about the decades of the 1920s and 1930? Use your perceptions of these works of art to answer the following question: To what extent and in what ways did the trends of the 1920s cause the developments of the 1930s? (Oral or written)

Cocktails and Cigarettes Punch Bowl, Viktor Schreckengost

Grille from Rose Iron Works

City Activities with Dance Hall, Thomas Hart Benton

Yellow Grain, Joe Jones

Night Hawks, Edward Hopper

Allie Mae Burroughs, Wife of a Cotton Sharecropper, Walker Evans

3. Classroom Debate: Take a position for or against government subsidy of the arts. Write an essay specifically arguing the legitimacy of your position, taking into account the arguments of the opposing side. Counter the opposition's view within your statement. Be sure to include a strong thesis statement. Or, debate this topic in-class by dividing the class into pro and con groups.
4. Point of View exercise: What would be the reaction of the following people to the developments during the 1930s (Depression and New Deal Programs such as Agricultural Adjustment Act, Works Progress Administration, National Recovery Act, etc.)
A farmer, an artist, a city mayor, a taxpayer, a journalist, a businessman, a movie starlet, an unemployed factory worker

Visual Arts: Using Benton's *City Life* for inspiration, make a "Benton Collage" of today's world, showing various economic realities, professions, past-times, etc. Use images from magazines or newspapers.

Materials needed: magazines, newspapers, paper, glue, scissors, and poster board

Suggested Additional Resources:

<http://newman.baruch.cuny.edu/digital/redscare/default.htm>

Newspaper political cartoons from the period of the Red Scare 1918-1921.

<http://memory.loc.gov/ammem/ndlpedu/features/timeline/progress/progress.html>

Overviews and specific topics related to the Progressive Era to the New Era 1900-1929 from the Library of Congress' American Memory Timeline, which provides access to the LOC's online resources.

<http://www.indiana.edu/~league/>

Information on the League of Nations from Indiana University

<http://www.polytechnic.org/faculty/gfeldmeth/lec.1920s.html>

Outline of political and social movements characterizing the 1920s

<http://newdeal.feri.org/index.htm>

Remarkably rich website sponsored by the [Franklin and Eleanor Roosevelt Institute](#) and the [Institute for Learning Technologies](#) at Teachers College/Columbia University. Lesson plans, images, searchable database of contemporary photos, timeline and primary historical documents of the New Deal era.

<http://www.americanart.si.edu/>

Smithsonian American Art Museum. Excellent resource for viewing works of art by American artists. *Special thanks to the Smithsonian for allowing us to use Thomas Hart Benton's *Achelous* and *Hercules* for this distance learning lesson.*

The Cleveland Museum of Art wishes to thank the Smithsonian American Art Museum (Benton, *Achelous* and *Hercules*), The Art Institute of Chicago (Wood, *American Gothic*) and The collection of AXA Financial Inc. (NY), through its subsidiary The Equitable Life Assurance Society of the US (Benton, *City America Today*, 1930) for their kind permission to use their images in this distance learning lesson.

This distance learning lesson was written by Susan MacDonald, Dale Hilton, Patricia Lawrence, and Tim Mitchell, Cleveland, Ohio.

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The Cleveland Museum of Art Distance Learning Program
INTERPRETING AMERICA'S STORY THROUGH ART

Prerequisite Activity for Lesson 4: *America Enduring*
Today and Yesterday Brainstorming Table

America Enduring

Profound social, political, and economic change are the defining factors in the years between World War I and World War II. Indeed, the echoes of the forces unleashed then continue to fundamentally shape our society today. As a preparation for your Distance Learning Lesson at the Cleveland Museum of Art, please take some time to brainstorm new innovations and changes of American life today which fit into the following categories on the left side of the page. During the lesson, try to jot down as many characteristics which will fit into the categories on the right side of the page(1913-45)

Innovations and Changes Today	Innovations and Changes 1913-1945
Technology	Technology
Popular Culture & Fashion	Popular Culture & Fashion
International Relations	International Relations
Economics	Economics

The Cleveland Museum of Art Distance Learning Program
INTERPRETING AMERICA'S STORY THROUGH ART

Prerequisite Activity for Lesson 4: America Enduring

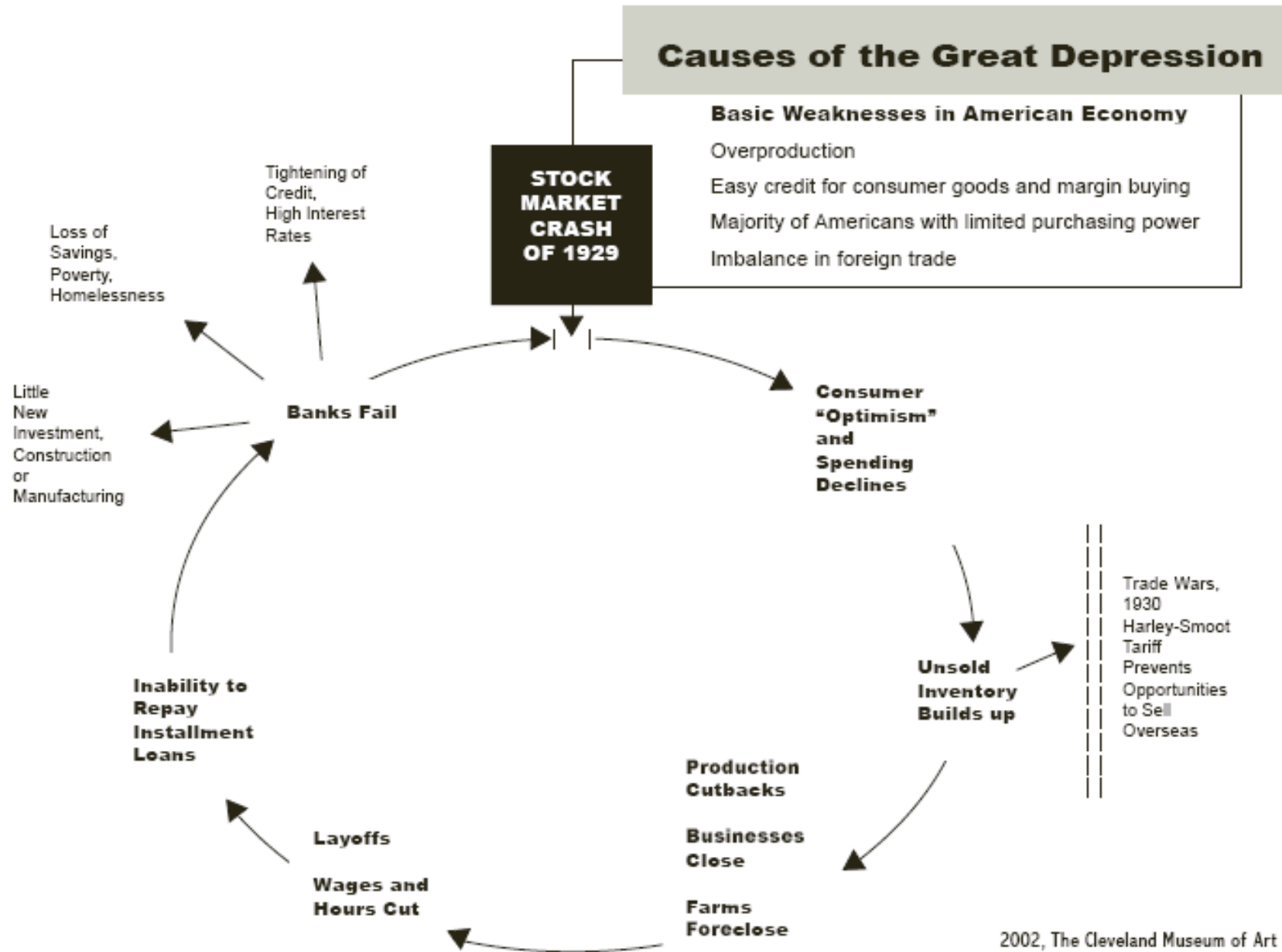
Today and Yesterday Brainstorming Table With Some Suggested Responses

America Enduring

Profound social, political, and economic change are the defining factors in the years between World War I and World War II. Indeed, the echoes of the forces unleashed then continue to fundamentally shape our society today. As a preparation for your Distance Learning Lesson at the Cleveland Museum of Art, please take some time to brainstorm aspects of American life today which can find their roots in America's interwar years. This worksheet has been divided into 4 categories for you.

Today	1913-1945
<p>Technology computers, communications(cell. PAD), genetic engineering, SUVs, jet travel, VCRs, DVDs, satellite transmission, immediacy of communications,</p> <p>Popular Culture & Fashion hip hop, digital music, Rap music, inner city/suburban dichotomy, gender roles, latchkey children, MTV, movies, Media-drenched society, illicit drugs, pot, cocaine, etc, materialistic, sports craze, Media icons like Tiger Woods, Michael Jordan, etc. Exurbia, Suburbia</p> <p>International Relations Bush doctrine, war on terrorism, fear of foreigners, terror cells, Global economy, Sept 11, United Nations,</p> <p>Economic Instability Boom & Bust, Bull & Bear Markets, Dow OW, Corporate Corruption, environmental limitations, insider trading, role of govt?,</p>	<p>Technology mass prdt autos, Model T radios, phones, elec appliances, refrig, canned foods, washing machine, toaster, vacuum cleaner, iron,</p> <p>Popular Culture & Fashion Jazz age, flappers, Harlem Renaissance, revolution in manners and morals, disillusioned intellectuals, cinema, flappers/prohibition/speakeasies/gangsters, rise of modern art(abstract), urban/rural tensions, cigarettes, intolerance, Women's suffrage, Great Migration, KKK, Media icons like Lindbergh</p> <p>International Relations World War I, Rejection of Treaty of Versailles, League of Nations, isolationism, neutrality(threat of aggressive militaristic dictators in Europe and Asia in 20's & 30's) Red Scare/Palmer Raids, immigration restriction, WWII, Atomic Bomb</p> <p>Economic Instability 1929 Stock Market Crash, Depression, Mellon's tax cut, Trickle Down Theory, Hoover/FDR, New Deal, Govt role (programs: Social Security, welfare, AAA, etc)</p>

Causes of the Great Depression Chart



2002, The Cleveland Museum of Art

INTERPRETING AMERICA’S STORY THROUGH ART

Language Arts Teaching Supplement

Lesson 4: America Enduring

I. Poetry

“The Road Not Taken” By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I --
I took the one less traveled by,
And that has made all the difference.

Questions and Writing Assignment:

1. Which road does the speaker take in this poem?
2. What does the speaker express about his choice?
3. What is the figurative interpretation of “the road”?
4. What important decisions are you making in the next few years?
5. How do you plan to make them (be specific)?
6. Choose one major decision in your life that has to be made and discuss in a well-developed paragraph how you plan to approach it and finalize it.

“Fire and Ice” by Robert Frost

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To know that for destruction ice
Is also great
And would suffice.

Questions and Writing Assignment

1. Locate a literary handbook and read about “epigrams.” What is a definition? How is Frost’s poem similar to an epigram?
2. What is the rhyme scheme of “Fire and Ice”?
3. Some critics read this poem as reflecting Frost’s cynicism while others view it as a realistic, common sense approach to life. Which side do you agree with and why?
4. What emotions are represented in fire and ice?
5. What other emotions bring out destructive impulses in people? Choose one other human emotion and write a paragraph proving how its influence can be destructive. (Consider for details, literature, Biblical stories, history, mythology, current events)

“Nothing Gold Can Stay” by Robert Frost

Nature’s first green is gold,
Her hardest hue to hold.
Her early leaf’s a flower;
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief,
So dawn goes down to day.
Nothing gold can stay.

*allusion: a figure of speech that makes reference to an historical, Biblical or literary figure, event, or object.

Questions and Assignments.

1. What is the allusion used in this poem? Why is it effective?
2. In a well-developed paragraph, relate this poem to the 1920s and 1930s in our history. Offer specific detail to support.
3. Make a collage based on visual prompts contained in the poem.

“Jazz Fantasia” by Carl Sandburg

Drum on your drums, batter on your banjos,
Sob on the long cool winding saxophones.
Go to it, O jazzmen.

Sling your knuckles on the bottoms of the happy
tin pans, let your trombones ooze, and go husha-
husha-hush with the slippery sand-paper.

Moan like an autumn wind high in the lonesome treetops, moan
soft like you wanted somebody terrible, cry like a racing car slip-
ping away from a motorcycle cop, bang-bang! you jazzmen, bang
altogether drums, traps, banjos, horns, tin cans—make two
people fight on the top of a stairway and scratch each other’s eyes
in a clinch tumbling down the stairs.

Can the rough stuff...now a Mississippi steamboat pushes up the
night river with a hoo-hoo-hoo-oo...and the green lanterns
calling to the high soft stars...a red moon rides on the humps of
the low river hills...go to it, O jazzmen.

*fantasia: a composition in fanciful or irregular form or style

*onomatopoeia: the use of words that by their sound suggest their meanings

*alliteration: the repetition of initial sounds

“Too Blue” by Langston Hughes

I got those sad old weary blues.
I don't know where to turn.
I don't know where to go.
Nobody cares about you
When you sink so low.

What shall I do?
What shall I say?
Shall I take a gun and
Put myself away?

I wonder if
One bullet would do?
Hard as my head is,
It would probably take two.

But I ain't got
Neither bullet nor gun—
And I'm too blue
To look for one.

*tone: attitude toward the subject implied in the literary work; mood

Questions and Writing Assignment for “Jazz Fantasia” and “Too Blue.”

1. How do the two poems each represent their specific type of music?
2. Find examples of the poetic devices * defined in both poems.
3. After studying both poems, list characteristics, instruments and phrases that represent and are used in your favorite type of music.
4. Write a poem that reflects the tone, instruments, and sentiments of your favorite music.

“Poem, Or Beauty Hurts Mr. Vinal”¹ by e.e. cummings²

take it from me kiddo³

believe me

my country, ‘tis of

you, land of the Cluett⁴

Shirt Boston Garter and Spearmint⁵

Girl With the Wrigley Eyes (of you

Land of the Arrow Ide⁶

and Earl &

Wilson

Collars) of you I⁷

sing: land of Abraham Lincoln and Lydia E. Pinkham,⁸

land above all of Just Add Water And Serve—⁹

from every B.V.D.¹⁰

let freedom ring

amen. I do however protest, anent the un¹¹

-spontaneous and otherwise scented merde which¹²

greeted one (Everywhere Why) as divine poesy per

that and this radically defunct periodical. I would¹³

suggest that certain ideas gestures

rhymes, like Gillette Razor Blades¹⁴

having been used and reused

to the mystical moment of dullness emphatically are

Not To Be Resharpened. (Case in point¹⁵

if we are to believe these gently O sweetly

melancholy trillers amid the thrillers

these crepuscular violinists among my and your
skyscrapers—Helen and Cleopatra were Just Too Lovely,¹⁶
The Snail's On The Thorn enter Morn and God's¹⁷
In His andsoforth

do you get me?) according
to such supposedly indigenous
throistles Art is O world O Life
a formula: example, Turn Your shirttails Into¹⁸
Drawers and If It Isn't An Eastman It Isn't A
Kodak therefore my friends let¹⁹
us now sing each and all fortissimo A-
Mer
i
ca, I
love,
You. And there's a
Hun-dred-mil-lion-oth-ers, like
all of you successfully if
delicately gelded (or spaded)
gentlemen (and ladies)—pretty

littliverpill-²⁰
hearted-Nujolneeding- There's-A-Reason²¹
americans (who tensetendoned and with
upward vacant eyes, painfully
perpetually crouched, quivering, upon the
sternly allotted sandpile
--how silently
emit a tiny violetflavored nuisance: Odor?

ono.

comes out like a ribbon lies flat on the brush²²

Explanatory footnotes:

1. Mr. Harold Vinal was a contemporary poet of Cummings. Cummings found his poetry contrived, sentimental and out of touch with the times.
(http://www.english.uiuc.edu/maps/poets/a_f/cummings/vinal.htm)
2. This poem is one of the first to criticize the Advertising-Consumer Culture as we know it. Earlier writers were also critical, such as Thoreau and Howells, but in this poem we recognize our contemporary consumer culture.
3. quote from Eddie Cantor—American comedian
4. Arrow shirts
5. Wrigley's Spearmint Gum
6. "Ide" pun for Eyed. The Arrow shirt man endured until the late 1960's. Collars, back then, were a detachable part of the shirt and were an indicator of status, perhaps like watches or designer labels today. People could identify them from a distance of 8-10 feet away.
7. "Of Thee I Sing" is a well-known musical of the day. Also a parody on WWI songs. A refrain from "America the Beautiful."
8. L.E. Pinkham was a patent medicine for women's monthly periods.
9. This refers to Postum, an instant coffee substitute
10. men's underwear
11. sounds out to be "ain't it the one!"
12. "merde" French word for shit. Cummings was fluent in French.
13. "radically defunct periodical: this could refer to a magazine such as Liberty Magazine or Physical Culture—both radical and now defunct
14. King Gillette was one of the first and most successful users of brand marketing in the mass media, using enormous billboards in prominent locations.
15. among the first disposable products, along with Kleenex
16. Helen of Troy and Cleopatra were often shown in the magazines ads for women's products. Also, in 1934 Claudette Colbert starred as Cleopatra in that name's film.
17. a passage from Robert Browning's "Pippa Passes"
18. pun—"shirttails into drawers"

19. In this stanza the poet makes explicit 2 central concerns. He quotes a well-known advertising slogan, revealing a fear that ad language is debasing language; and it raises, via photography, the question of reproducibility and its effect on art.
20. Carter's Liver Pills, taken to prevent liver ailments, were used widely on TV ads.
21. Nujol is another product that survived into the TV era.
22. toothpaste ad

Questions and Writing Assignment:

1. Have student read this poem aloud and ask if they recognize any products and ads. This is also a good poem to have student share with their parents and grandparents and locate recognizable passages.
2. How does this poem mirror history or current lifestyles?
3. Bring into class a stack of current magazines (GQ, Vogue, Seventeen, Sports Illustrated, Time). Have students work in groups to locate popular adds and slogans which reflect today's culture. Have them, then, write a poem in Cummings' style.

“The Unknown Citizen” by W.H. Auden

(T JS/07/M/378

This Marble Monument Is Erected by the State)

He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree
That, in the modern sense of an old-fashioned word, he was a saint,
For in everything he did he served the Greater Community.
Except for the War till the day he retired
He worked in a factory and never got fired,
But satisfied his employers, Fudge Motors Inc.
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues,
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was popular with his mates and liked a drink.
The Press are convinced that he bought a paper every day
And that his reactions to advertisements were normal in every way.
Policies taken out in his name prove that he was fully insured,
And his Health-card shows he was once in a hospital but left it cured.
Both Producers Research and High-Grade Living declare
He was fully sensible to the advantages of the Instalment Plan
And had everything necessary to the Modern Man,
A phonograph, a radio, a car and a frigidaire.
Our researchers into Public Opinion are content
That he held the proper opinions for the time of year;
When there was peace, he was for peace: when there was war, he went.
He was married and added five children to the population,
Which our Eugenist says was the right number for a parent of his generation.
And our teachers report that he never interfered with their education.
Was he free? Was he happy? The question is absurd:
Had anything been wrong, we should certainly have heard.

*satire: a literary manner that blends a critical attitude with humor and wit for the purpose of improving human institutions or humanity

Questions and Writing Assignment:

1. What does the use of numbers in the title suggest about the citizens and about the state?
2. What do you think is the author's view of this society?
3. In a well-developed paragraph, compare and contrast this society with ours today.

II. Short Stories/Prose

“Babylon Revisited” by F. Scott Fitzgerald

Chapter One of Babbitt by Sinclair Lewis

(Both of these selections are easily found and readily accessible)

Questions and Writing Assignments:

1. Write a well-developed paragraph discussing how the short story “Babylon Revisited” can be viewed as an historical analogy.
2. Write a well-developed paragraph supporting the following statement: “Babylon Revisited” displays the results of uncontrolled spending and hedonism.
3. What do The Great Gatsby and “Babylon Revisited” have in common? Write an essay discussing this.
4. Reflect on both works by Fitzgerald (The Great Gatsby and “Babylon Revisited.”) In an essay relate these works to one of the following themes: a) life does not always offer complete atonement b) modern life as alienation c) recurrent guilt
5. Write a well-developed paragraph to support the following statement: The first chapter of Babbitt by Sinclair Lewis reflects the 1920’s worship of “the God of Progress” and unrestrained materialism.
6. Write an essay which compares the 1920s (using literature provided) with the 1990s.
7. After viewing the art in this time period, reading poetry and prose selections, write a multi-paragraph essay discussing themes reflected in all three. (some themes to consider: choice, guilt, isolation, cynicism, disillusionment, loss, confusion, materialism, loss of dreams, rise in consumerism)

INTERPRETING AMERICA'S STORY THROUGH ART

Lesson 4: AMERICA ENDURING, 1913-1945

Student Evaluation Form

1. The period 1913-1945 is marked by: (circle all that apply)

The New Deal Technological Change The Cold War The Great Depression

2. In the aftermath of World War 1 the majority of Americans embraced foreign derived ideas such as Socialism and Abstract Art. (circle your answer)

True False

3. Videoconferencing helps me learn things in an interesting format that ties themes of art and history together.

True False

Your reasons for your answer_____

Selected Images



Victor Schreckengost,
Cocktails and Cigarettes Punch Bowl, 1931
glazed earthenware, 2000.128
©The Cleveland Museum of Art



Detail of *Art Deco Screen* made at Rose Iron Works, Inc.
designed by Paul Fehér.
1930, Wrought iron and brass with silver and gold plating
352.1996
©The Cleveland Museum of Art



Thomas Hart Benton, *City Activities with Dance Hall, from America Today* , 1930

Distemper and egg tempera on gessoed linen with oil glaze

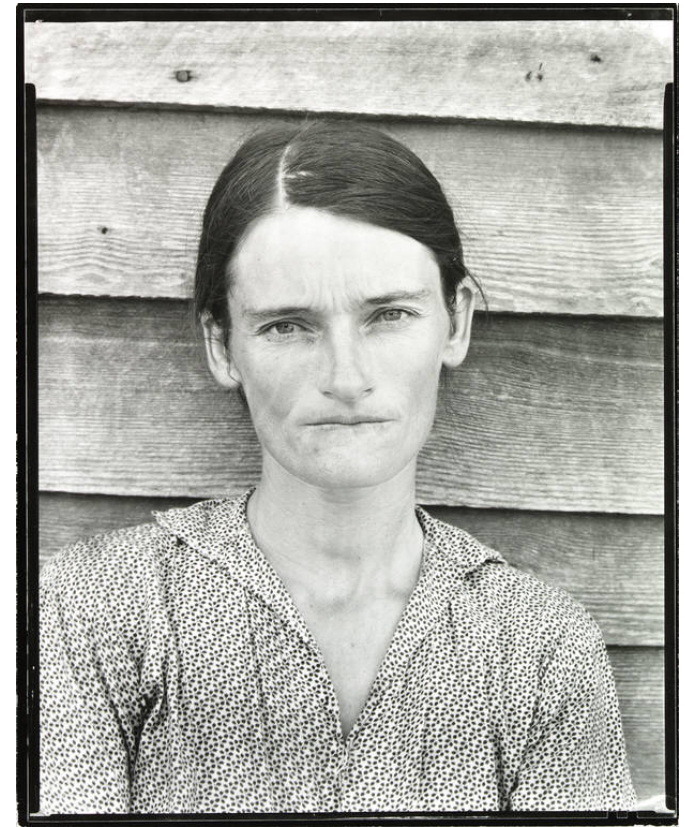
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Joe Jones, *Yellow Grain*, c. 1940
 Oil on canvas
 1943.62
 © The Cleveland Museum of Art



Walker Evans, *Allie Mae Burroughs, Wife of a Sharecropper*, 1936
 gelatin silver print, 1973.120
 ©The Cleveland Museum of Art



Edward Hopper, *Night Hawks*, 1942
Oil on canvas, 1942.51
The Art Institute of Chicago

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